United States Department of the Interior
National Park Service

National Register of Historic Places Registration Form

This form is for use in nominating or requesting determinations for individual properties and districts. See instructions in National Register Bulletin, *How to Complete the National Register of Historic Places Registration Form.* If any item does not apply to the property being documented, enter "N/A" for "not applicable." For functions, architectural classification, materials, and areas of significance, enter only categories and subcategories from the instructions.

DRAFT

1. Name of Property

Historic name: _Killefer, Lydia D., School_____
Other names/site number: _____
Name of related multiple property listing**:**
_Latinos in Twentieth Century California_____
(Enter "N/A" if property is not part of a multiple property listing

2. Location

Street & number: _541 North Lemon Street_____
City or town: _Orange_____ State: _California_____ County: _Orange_____
Not For Publication: ☐ Vicinity: ☐

3. State/Federal Agency Certification

As the designated authority under the National Historic Preservation Act, as amended,

I hereby certify that this ___ nomination ___ request for determination of eligibility meets the documentation standards for registering properties in the National Register of Historic Places and meets the procedural and professional requirements set forth in 36 CFR Part 60.

In my opinion, the property ___ meets ___ does not meet the National Register Criteria. I recommend that this property be considered significant at the following level(s) of significance:

___national ___statewide ___local
Applicable National Register Criteria:

___A ___B ___C ___D

Signature of certifying official/Title: **Date**
State or Federal agency/bureau or Tribal Government

In my opinion, the property ___ meets ___ does not meet the National Register criteria.
Signature of commenting official: **Date**
Title : **State or Federal agency/bureau or Tribal Government**

4. National Park Service Certification

I hereby certify that this property is:

___ entered in the National Register

___ determined eligible for the National Register

___ determined not eligible for the National Register

___ removed from the National Register

___ other (explain:) _____

_____

Signature of the Keeper Date of Action

5. Classification

Ownership of Property

(Check as many boxes as apply.)

Private:	☐
Public – Local	X
Public – State	☐
Public – Federal	☐

Category of Property

(Check only **one** box.)

Building(s)	X
District	☐
Site	☐
Structure	☐
Object	☐

Killefer, Lydia D., School
Name of Property

Orange, California
County and State

Number of Resources within Property
(Do not include previously listed resources in the count)

Contributing	Noncontributing	
1	2	buildings
		sites
	1	structures
		objects
1	3	Total

Number of contributing resources previously listed in the National Register N/A

6. Function or Use
Historic Functions
(Enter categories from instructions.)
EDUCATION: School

Current Functions
(Enter categories from instructions.)
VACANT: Not in use

7. Description

Architectural Classification
(Enter categories from instructions.)
LATE 19TH AND 20TH CENTURY REVIVALS: Mission/Spanish Colonial Revival

Materials: (enter categories from instructions.)
Principal exterior materials of the property: ____Stucco_____

Narrative Description
(Describe the historic and current physical appearance and condition of the property. Describe contributing and noncontributing resources if applicable. Begin with **a summary paragraph** that briefly describes the general characteristics of the property, such as its location, type, style, method of construction, setting, size, and significant features. Indicate whether the property has historic integrity.)

Summary Paragraph
The Lydia D. Killefer School is located in Orange, California, approximately 31 miles southeast of downtown Los Angeles, and 22 miles northeast of Long Beach. The property is on the east side of North Lemon Street, north of the intersection of North Lemon Street and West Walnut Avenue. The lot is bounded on the north and south by single- and multi-family residences. It is a former elementary school in the Spanish Colonial Revival style. Construction began in December 1930, and was completed by April 1931. The Killefer School stands on the eastern portion of its 1.7-acre parcel. The site is sparsely landscaped, with only a few trees and shrubs. The Killefer School has been vacant for fifteen years, and is in poor condition. [1] It is currently threatened with demolition. It retains significant character defining features of its original design, and has integrity of location, design, setting, materials, workmanship, feeling, and association.

[1] In 1980, the Lydia D. Killefer School left the schoolhouse at 541 North Lemon Street in favor of another building at 615 North Lemon Street. It operated there until 1989, when the school officially ceased operations. The Santiago Canyon College Adult Learning Center operated out of the Killefer School at 541 North Lemon Street in the 1980s and 1990s, leaving the building before 2000.

Narrative Description

Exterior

The Lydia D. Killefer School building is a one-story-over-basement schoolhouse constructed in 1931. It is set back from the street behind an expansive parking lot and sparse landscaping, and is situated on the eastern portion of the lot. The building is in the Spanish Colonial Revival style. It is of wood frame construction, with a mostly U-shaped plan surrounding a small courtyard. There is a front-gabled portico projecting from the center of the west façade. It has a cross gable roof with shallow open eaves, exposed rafter tails, copper gutters, and composition shingle roofing. The exterior walls are finished in heavily textured cement plaster. The primary entrance is asymmetrically located on the east (secondary) façade. It consists of a pair of paneled wood doors recessed under a parabolic arch, and is accessed by terra cotta tile steps with wrought-iron handrails. The west façade features a partially arcaded exterior walkway that extends through both wings. Square wood posts with chamfered corners and bull nosed brackets support the roof over the covered walkway that has a ceiling of plaster and exposed rafters.

There is an octagonal bell tower projecting from the roof at the center of the east façade, topped by a low-pitched hipped roof and a bronze weathervane. A flat roof with copper-clad, latticed wooden railings surrounds the tower. The tower has terra cotta tile decorative vents on alternating façades. There is a large chimney projecting from the southeastern portion of the roof. Fenestration consists primarily of wood sash three-light awning windows with three-light transom windows above. There are three-light clerestory windows on the west façade. On the west façade, there are two pairs of partially glazed, divided light wood doors, each with segmental-arched, divided light transoms. There is a bay window consisting of wood sash three-light awning windows with three-light transom windows above on the north façade. Glass panes in many of the windows are broken, and many windows are boarded up from either the interior or the exterior of the building. There are two identical carved wood doors, one located on the southern portion of the west façade, and the other on the eastern portion of the north façade. There is a secondary entrance asymmetrically located on the east façade. It consists of a pair of paneled wood doors recessed under a rectangular opening, and is accessed by terra cotta tiled steps with wrought-iron handrails. There is a decorative wrought-iron fence surrounding the exterior basement stair on the south façade.

The Killefer School retains significant character defining features on the exterior, including:

- Low-pitched roof
- Eaves with little overhang
- Arches above doors
- Terra cotta tile decorative vents
- Octagonal tower
- Stucco-clad exterior walls
- Asymmetrical façade
- Partially arcaded exterior walkway

Interior

The north wing held the administrative offices, while the main building housed kindergarten through third grade classrooms, and the south wing held the fourth and fifth grade classrooms. The auditorium in the northeast corner has a small stage with the bay window behind. All of the classrooms and administrative offices are accessible through single doorways. The basement is located beneath the south wing, and is accessed either by an interior stairway or a small exterior staircase on the south façade, surrounded by decorative wrought iron railings. There are two rooms in the basement, each with a fire door, and one with a full-size kiln. Ceilings are 12 feet in height in all rooms except for the restrooms, basement rooms, closets, and utility rooms located in the north wing. The carved wooden door on the southern portion of the west façade provides rear access to the south classroom. Hallways feature wide archways and built-in cabinetry. Whiteboards and blackboards have evenly spaced wooden brackets beneath the eraser rack. The Killefer School retains significant character defining interior features, including the arches in the hallway and the exposed rafters in the northeastern classroom and the north hallway.

Alterations

There have been alterations to the Killefer School over time, some due to neglect and vandalism. The original decorative tile at the main entrance has been replaced with textured stucco. Some exterior copper has been removed from the site, including one panel of the copper-clad, latticed wooden railing around the tower, and several copper downspouts. Many of the glass panes in the windows have been boarded up, and several windows were removed to accommodate air conditioning units. Some glass panes have been replaced with textured or security glass. The roof, originally clad in tile shingles, was redone in composition shingles sometime between 1980 and 2011.[2]

Sometime between 1931 and the 1980s, the original outdoor auditorium on the north façade was enclosed with the bay window now extant on the eastern portion of the north façade. There are two rectangular scars on the building's west façade, one on the north wing, and one on the south wing. It appears that windows on these façades were removed. Several clerestory windows along the exterior of the building were removed or covered with plywood.

The interior of the school has been heavily vandalized. Every available surface in the two basement rooms is covered in graffiti, as are several of the classrooms and hallways on the main floor. Most, if not all, of the building's copper pipes and wiring have been removed, and doors have been removed from their hinges. A partial-height wall in the northeastern classroom has been almost entirely demolished by vandals.

At some time, the interior was remodeled along the original floor plan. At this time, the ceilings and parts of the walls were covered by acoustic tiles, most of the original light fixtures were replaced

[2] Because no building permits were found pertaining to these buildings, approximate dates are based on "Killefer Grade School, 500 block of Olive St in Orange, California," courtesy of Chapman University, and Google maps.

with fluorescent light fixtures, and portions of the building's original wooden flooring were concealed by or replaced with low-pile carpet. Several clerestory windows along the interior of the building were removed or covered with plywood.

Noncontributing Resources

Between 1980 and 1991, two classroom buildings were added to the site, one located to the north and one to the south of the main schoolhouse. They feature side-gabled roofs with exposed eaves, exterior walls clad in stucco, and wood frame eight-pane windows. Many of the glass panes on these windows are broken, and several of the windows are boarded up. There is a small storage shed located close to the western end of the northern classroom building, also added to the site between 1980 and 1991.[3] These ancillary buildings and structure were constructed outside of the period of significance for the Killefer School, and therefore are noncontributing resources.

Integrity

Although there have been alterations to the property over time, the Killefer School retains significant character defining features, and continues to convey its significance as a 1930s schoolhouse. It retains all seven aspects of integrity.

Location: The building is in its original location. *Design*: The Killefer School retains significant character-defining features of its original Spanish Colonial Revival architecture. *Setting*: Features of the original setting are intact, including the relationship of the school with the surrounding single- and multi-family residences, and with North Lemon and North Olive Streets. *Materials and Workmanship*: Although there have been some alterations over time, some windows and partially glazed doors have broken or missing glass panes, and some wooden doors have broken or missing panels, the Killefer School retains the majority of its historic materials, and reflects the physical evidence of period construction techniques. *Feeling*: The Killefer School retains the significant physical features that convey the building's character as a 1930s Spanish Colonial Revival schoolhouse. *Association*: The property continues to convey its historic association with the Orange Unified School District, and retains significant character-defining features of its original Spanish Colonial Revival design.

[3] Because no building permits were found pertaining to these resources, approximate dates are based on aerial photographs of the area found on historicaerials.com and the City of Orange's Historic Aerial Viewer.

8. Statement of Significance

Applicable National Register Criteria
(Mark "x" in one or more boxes for the criteria qualifying the property for National Register listing.)

- [X] A. Property is associated with events that have made a significant contribution to the broad patterns of our history.
- [ ] B. Property is associated with the lives of persons significant in our past.
- [X] C. Property embodies the distinctive characteristics of a type, period, or method of construction or represents the work of a master, or possesses high artistic values, or represents a significant and distinguishable entity whose components lack individual distinction.
- [ ] D. Property has yielded, or is likely to yield, information important in prehistory or history.

Criteria Considerations
(Mark “x” in all the boxes that apply.)

- [ ] A. Owned by a religious institution or used for religious purposes
- [ ] B. Removed from its original location
- [ ] C. A birthplace or grave
- [ ] D. A cemetery
- [ ] E. A reconstructed building, object, or structure
- [ ] F. A commemorative property
- [ ] G. Less than 50 years old or achieving significance within the past 50 years

Areas of Significance
(Enter categories from instructions.)
ARCHITECTURE
SOCIAL HISTORY

Period of Significance
A: 1942-1944
C: 1931

Significant Dates
1931
1942
1944

Significant Person
(Complete only if Criterion B is marked above.)

Cultural Affiliation

Architect/Builder
UNKNOWN

Statement of Significance Summary Paragraph (Provide a summary paragraph that includes level of significance, applicable criteria, justification for the period of significance, and any applicable criteria considerations.)

The Lydia D. Killefer School is eligible for listing in the National Register of Historic Places at the local level of significance under Criterion A in the area of Social History for its association with school desegregation in Southern California. The period of significance under Criterion A is 1942-1944, reflecting the year during which the school began the process of voluntarily desegregating, through the year that the desegregation process was completed. The desegregation of Killefer School is particularly significant as it took place prior to the Méndez v. Westminster ruling in 1947 that required schools in Southern California to desegregate.

The Killefer School is eligible for listing in the National Register of Historic Places at the local level of significance under Criterion C in the area of Architecture as an excellent example of a Spanish Colonial Revival schoolhouse in Southern California. It is a rare intact example of a schoolhouse that pre-dates the 1933 Long Beach Earthquake. The period of significance under Criterion C is 1931, the date the school was constructed.

LATINOS IN TWENTIETH CENTURY CALIFORNIA MPS ASSOCIATION PENDING

Narrative Statement of Significance (Provide at least **one** paragraph for each area of significance.)

Criterion A

The Killefer School, built by Santa Ana-based contractors Jules W. Markel and Sons, was named for Lydia D. Killefer.[4] Killefer was a schoolteacher in Orange from 1895 to 1931, and principal of the Killefer School from 1931 to 1938. The Killefer School is located in a neighborhood primarily populated by Mexican Americans, which historically has been referred to as the Cypress Street Barrio. When construction was completed in 1931, the school had eight classrooms, a basement, and an outdoor auditorium.[5] The Killefer School is significant for its voluntary desegregation in the early 1940s, before schools in California were legally obligated to eliminate segregation.

Cypress Street Barrio[6]

The Cypress Street Barrio in Orange, California, was formed as a *colonia* in the late 1910s and early 1920s. During this time, many immigrants moved to Southern California from central Mexico as a result of the Mexican Revolution (1910-1920). The Barrio is bounded by the Atchison, Topeka & Santa Fe railway tracks on the west, Maple Avenue on the south, Olive

[4] "Contractors Issued Permit for School," *Los Angeles Times*, December 20, 1930.
[5] "Killefer School Program Features Schools' Week," *Orange County Register*, April 20, 1931.
[6] Adapted from "Killefer Grade School, 500 block of Olive St in Orange, California," courtesy of Chapman University.

Street on the east, and Rose Avenue on the north. Originally, the Barrio's inhabitants were employed in the area's citrus industry, with the men working in the fields as citrus pickers, and the women working in the packinghouses. Pickers received up to 35 cents per hour, and the packers received 45 cents per hour. Work was seasonal, and thus many of the workers rented homes in the Barrio while they had work in the area. Many families traveled north to the San Joaquin Valley during the winter to find additional work.

The Barrio was founded on the 400 block of Cypress Street, between Sycamore and Walnut Avenues, and eventually extended north and south along the rail lines, close to the packinghouses where the Barrio's inhabitants found employment. Anglo Americans originally owned the Barrio's small homes, and rented them to the Mexican American citrus workers. Over time, the Barrio inhabitants built their own homes or bought existing houses. Today, there are over two hundred historic homes in the Cypress Street Barrio, over 80 of which were listed in the National Register of Historic Places in 1997 as contributors to the Old Towne Orange Historic District. There are approximately two dozen historic commercial, industrial, and public buildings and structures located in the Barrio, nearly half of which are listed as contributors to the Old Towne Orange Historic District.

Two distinct Latino populations evolved in the Barrio: migrants who rented local homes and traveled throughout the western United States for work, and residents who obtained jobs locally and remained throughout the year. By the 1930s, the Cypress Street Barrio had three schools and two churches, reflecting the area's growing population.

Segregation in California Schools[7]

The earliest school segregation in California targeted the African American population beginning in 1854. By the early 1860s, California state laws specifically authorized school districts to provide separate schools for African American, Native American, and Asian American children. However, a segregated school could only be established if the parents of at least ten students of a racial minority petitioned a district to build one. If parents failed to do this, their children could be denied a public education altogether. In districts with fewer than ten schoolchildren of a racial minority, students could attend Anglo schools. Anglo parents tended to demand a segregated school for non-white students when their numbers increased in the community.[8] These practices were protested following the passage of the Fourteenth Amendment to the United States Constitution. The 1874 court case that followed, *Ward v. Flood*, affirmed that education was a right for every California citizen, but that using separate facilities for ethnic groups was legal. The California courts upheld this stance in *Mamie v. Tape* (1884), when a second-generation Chinese student protested that she had fully Americanized and had a right to attend a public

[7] Adapted from Jared Wallace, "*Mendez et. al v. Westminster et. al*'s Impact on Social Policy and Mexican-American Community Organization in Mid-Century Orange County," *Voces Novae: Chapman University Historical Review* 5, no. 1 (2013) and Sandra Robbie, *Mendez v. Westminster: Desegregating California's Schools*, KOCE-TV Foundation, 2002.
[8] Adapted from "*Mendez v. Westminster*: Paving the Way to School Desegregation," *Bill of Rights in Action*, Vol. 23 No. 2, Summer 2007.

school. Japanese immigrants met similar injustices when they arrived in the late nineteenth century. Their struggle became international news when Japanese diplomats pleaded with President Theodore Roosevelt about the deplorable conditions of the schools in which the immigrants were placed. In the following decades, some integration of Japanese students was allowed, but this progress was derailed during World War II. In the late 1800s, the California legislature established an educational code that legalized the practice of segregating Chinese, Japanese, and Native American students. This educational code did not include Mexican Americans, as state law never authorized school districts to segregate children of Mexican ancestry.[9] Regardless, school districts segregated them from other students beginning in the early 1910s.

Segregation of Mexicans Americans in Southern California, and particularly in Orange County, was widespread by the 1920s, as the population of people from Mexico grew along with the local citrus industry. Anglo city planners justified segregation by arguing that Mexicans took away important jobs from Anglo workers, and by promulgating the racial beliefs that Mexicans did not share the same cultural values of "regular Americans." School boards validated the creation of separate educational facilities by stating that the students' inability to speak English made it impossible for them to survive in an Anglo classroom. This distinction later influenced "studies" that suggested that Mexican and Mexican American students were mentally inferior to Anglos, and thus could not compete in Anglo schools, no matter which language they spoke. School districts rarely if ever tested these hypotheses with any tests of students' aptitudes. Some districts did not segregate Mexican American students whose families had been in California for several generations, and thus had accumulated wealth.

By 1927, Mexican American children made up over ten percent of California's total school enrollment.[10] As a result, numerous schools were established for Mexican and Mexican American schoolchildren. Most schools constructed specifically for Mexican and Mexican American school children only accommodated elementary and some intermediate schooling. High schools were not commonly constructed, as many children of Mexican descent were expected to drop out of school prior to high school in order to start working in the citrus industry to help support their families. The equality of the educational environment for Mexican Americans was not the same as their Anglo neighbors: a 1928 study by two University of California professors found that the Mexican schools were fire hazards, with little ventilation, light, and sanitation.[11]

The lack of equal education and appropriate facilities prompted Mexican-American families to fight against segregation in Southern California. In 1931, a state court judge ruled that the Lemon Grove School for Mexican American children in San Diego, called "The Stable" by its students, was not educationally justified or supported by state law. The judge therefore ordered the Mexican American children to attend school on an equal basis with the others in the community. This was the first successful school desegregation court ruling in the nation.

[9] Adapted from "Paving the Way to School Desegregation."
[10] Adapted from Wallace, "*Mendez et. al v. Westminster et. al*'s Impact."
[11] Adapted from Wallace, "*Mendez et. al v. Westminster et. al*'s Impact."

However, it only applied to Lemon Grove School, and thus had no impact on the desegregation of other schools in Southern California.[12]

Méndez v. Westminster[13]

Gonzalo Méndez discovered the inequality in California's school system when, upon moving to Westminster in 1943, he attempted to enroll his children in a local school. He asked his wife's sister to register his children at the school, but the children were denied enrollment because of their Spanish last name. They were instead sent to the Mexican school several miles away. Their cousins, however, gained enrollment in the Anglo school, because their father, though of mostly Mexican descent, had a French last name. As a child, Méndez attended the Anglo school, Westminster Main. He was furious at the injustice done to his children – they were expected to attend a far inferior school located several blocks from his farm. He took his case to the district office, and later the county, with no success.

Within weeks, Méndez hired attorney David Marcus, who had recently won a segregation suit against a public pool in Riverside, California. In his research, Marcus found that the school districts were breaking state policy, and proposed that they find plaintiffs from other school districts to prove that this was a wide-scale act of discrimination based on surnames and unproven pedagogical studies. Méndez and Marcus drove around neighboring districts, interviewing families about their experiences with the school districts.

Finding support initially was difficult. Many parents did not want to risk the repercussions of angering the districts, or were content that their children were able to attend schools close to home. Some were worried that if they spoke out, they would lose their jobs. Other parents, however, began organizing meetings to discuss the topic of litigation. Méndez and Marcus invited Fred Ross, a fieldworker for the American Council on Race Relations, and Hector Tarango, secretary of the Latin American Council and editor of a local Mexican newspaper, to assist them in organizing the local neighborhoods around the petition to end segregation in Orange County. This form of community organization was not a new concept for the Mexican American neighborhoods, as they had been protesting working conditions for several decades. However, these new community meetings between concerned parents provided an even greater level of political engagement, and became the basis for the national attention received by the Méndez v. Westminster case. The improved Mexican American activity and interest in the political process proved an asset after the case as well, when the parents challenged the districts to follow through with the court's decision.

When the Méndez v. Westminster case began in July 1945, the highly organized Mexican American community faced seemingly unbeatable odds. Parents from the other districts signed on to the petition, representing over 5,000 students. Other parents signed on as plaintiffs, namely William Guzmán of Santa Ana, Frank Palomino of Garden Grove, Thomas Estrada of

[12] Adapted from "Paving the Way to School Desegregation."
[13] Largely adapted from Wallace, "*Mendez et. al v. Westminster et. al*'s Impact." and Robbie, *Mendez v. Westminster*.

Westminster, and Lorenzo Ramirez of El Modena (a neighborhood since annexed by Orange, California). During the case, Marcus argued that school districts segregated students on the basis of national origin, thus breaking the Fourteenth Amendment to the United States Constitution. His witnesses explained that their children were segregated based on their surnames and appearances. Representatives from the school districts argued that the Mexican American students were separated primarily due to a lack of language abilities that rendered them unfit to attend "regular" schools.

On February 18, 1946, United States Judge Paul J. McCormick handed down a landmark court decision, ruling in favor the Mexican American plaintiffs on the basis that "Spanish-speaking children are retarded in learning English by lack of exposure to its use because of segregation" and that "the methods of segregation prevalent in the defendant school districts [fostered] antagonisms in the children and [suggested] inferiority among them where none exists." [14] Three days later, on February 21, 1946, County Counsel Joel Ogel filed an appeal in response to McCormick's ruling. Correspondence between Ogel and the school districts showed that they planned to go to the United States Supreme Court if necessary. This allowed the districts more time to organize their legal team in order to avoid another loss. The fight against desegregation was far from over, as the districts either refused to desegregate, or found means to prolong desegregation during the months leading up to the appeal.

Despite the efforts of the Orange County school districts to avoid desegregation, their appeal of Judge McCormick's ruling was unsuccessful. On April 14, 1947, the Ninth Federal District Court of Appeals upheld McCormick's ruling. The school districts were given the choice to appeal further to the United States Supreme Court, and none followed this course. Joel Ogle corresponded with the Westminster School District, restating his position that the federal government had no jurisdiction on the issue of segregation in California, and that appealing to the Supreme Court would only further involve the federal government in the issue. Similarly, the Santa Ana School Board discussed the issue of jurisdiction, and decided appeal was not in their best interest. The school districts could wait no longer to comply with McCormick's ruling.[15] However, many school districts in Southern California waited for years after the to desegregate, prolonging segregation in their school districts for as long as possible.[16]

Schools and Segregation in Orange, California

In February 1872, A.B. Chapman, one of the founders of Orange, set aside two and a half acres of land for the creation of a school. The parcel was on the southeast corner of North Lemon

[14] "Ruling Gives Mexican Children Equal Rights," *Los Angeles Times*, February 19, 1946.
[15] According to Sandra Robbie's short documentary *Mendez v. Westminster: Desegregating California's Schools* (KOCE-TV Foundation, 2002), in 1948, California Governor Earl Warren signed a bill desegregating Mexican Americans, and repealing statutes that segregated Asian American and Native American students in California.
[16] For example, the Pasadena Unified School District, waited until the late 1960s and early 1970s to officially desegregate, ignoring both the Méndez v. Westminster ruling and the Brown v. Board of Education ruling until three families protested their de facto segregation policies. For more information, see Rebecca L. Smith, Elaine Zorbas, Abby Delman, and Charlotte Krontiris, *Advocates for Change: oral history interviews on the desegregation of the Pasadena Unified School District*, (Pasadena, CA: Pasadena Heritage, 2007).

Street and West Sycamore Avenue. The original school, called the Lemon Street School, was a single-story, two room schoolhouse measuring 24' x 26'. By June 1872, the school had 70 students. In 1874, due to an increase in the school's population, another school building was constructed on North Cypress Street. Other schools were built south of the Orange Plaza (located at Chapman Avenue and Glassell Street) in 1875 and 1886, and two more school buildings were built east of the Plaza in 1880 and 1887. A high school was opened in 1903 at the northeast corner of the intersection of West Palm Avenue and North Glassell Street (where Chapman University is today), and an intermediate school was constructed at the southwest corner of the intersection of West Sycamore Avenue and North Glassell Street in 1914. The Lemon Street School building continued to expand until it was a two-story, multi-room school with a bell tower. In the early 1920s, a two-room schoolhouse for Mexican American elementary school students, called *La Cabertizia* ("The Barn"), was built behind the Lemon Street School, marking the beginning of school segregation in Orange.[17]

The Cypress Street School "for Mexican children"[18] was built in 1931 as a segregated elementary school for the Spanish-speaking children of Mexican and Mexican American citrus workers in the city of Orange. It replaced the c. 1920 segregated schoolhouse called *La Cabertizia*. The Cypress Street Schoolhouse served children in kindergarten through fifth grade. The Cypress Street Schoolhouse remains the only formerly segregated school building still in existence in Orange County, and may be the only formerly segregated school building still in existence in the state, as most were demolished in the decades following the 1947 Méndez v. Westminster verdict.[19]

The Killefer School was built as a school for the English-speaking[20] children in the Cypress Street Barrio area. Mexican children able to speak fluent English were allowed to transfer to the Killefer School from the Cypress Street School beginning in 1931, when both schools opened.[21] In 1942, however, the school was officially desegregated.[22] With the closing of the Cypress Street School in 1944, three years before the 1947 Méndez v. Westminster verdict, Orange Unified School District voluntarily desegregated its entire district. It was among the first in the state of California to do so. The voluntary desegregation of the Killefer School in the early 1940s

[17] After finishing elementary school, all sixth- through ninth-grade students, regardless of race, matriculated to the intermediate school at the southwest corner of West Sycamore Avenue and North Glassell Street. Though most Hispanic students quit school to work in the fields, some matriculated with their fellow students. However, after intermediate school, very few Hispanic students attended high school.
[18] "City School Calendar is Announced for Next Year," *Orange County Register,* May 1, 1931; "Call Vote on School Bond: $75,000 Issue to Be Voted May 22," *Orange County Register*, May 1, 1930.
[19] Jared Wallace, "*Mendez et. al v. Westminster et. al*'s Impact on Social Policy and Mexican American Community Organization in Mid-Century Orange County," *Voces Novae: Chapman University Historical Review* 5, no. 1 (2013).
[20] At that time, most, if not all, English-speaking children in Orange were white.
[21] The Vice President of Campus Planning at Chapman University, Kris Olsen, noted that if students learned to speak fluent English while attending the Cypress Street School, they were allowed to transfer to the Killefer School. In this regard, Orange was ahead of its time, as many school systems in the area were segregated along racial lines, regardless of language mastery.
[22] Kendra Ablaza, "Once-segregated school now high-tech facility," *Orange County Register,* April 2, 2013.

is particularly significant, as it took place prior to the Méndez v. Westminster ruling in 1947 that required schools in Southern California to desegregate.

Criterion C

The Killefer School is an excellent local example of Spanish Colonial Revival institutional architecture. It is a rare, intact example of a schoolhouse in Southern California constructed prior to the 1933 Long Beach Earthquake. Many Southern California schools were either destroyed or damaged beyond repair in the 1933 Long Beach earthquake, or were subsequently replaced to comply with new building codes adopted in the aftermath of the earthquake.

The Spanish Colonial Revival style is the most decorative of the Spanish architectural styles. Its ornamentation covers a wide range of source materials, and the elaborate and intricate ornamental forms of *Churrigueresque* (Spanish baroque) buildings were a hallmark of high-style buildings. The Spanish Colonial Revival style gradually replaced the earlier Mission Revival style in popularity, as it was considered to be more "authentic" than its predecessor. While the Mission Revival took inspiration from local Spanish and Mexican buildings, Spanish Colonial Revival looked overseas to Spain to borrow architectural elements, and perpetuated the fiction that California was the "New Spain of North America."[23]

The 1915 Panama-California Exposition held in San Diego heavily influenced California's widespread adoption of the Spanish Colonial Revival style, as did the success of Helen Hunt Jackson's novel, *Ramona.* The exposition, designed by Bertram Grosvenor Goodhue, introduced the elaborate Spanish architectural prototypes found in other countries, and emphasized the richness of Spanish Colonial architectural precedents seen in other countries' major buildings. The exhibition was well received, and encouraged American architects to look to Spanish architecture for inspiration.

Spanish Colonial Revival architecture was popularized during the 1920s, when "just as everything grew in the Southern California garden, so too did every architectural tradition take hold as well."[24] As the focus on regional expression through architecture evolved, Spanish Colonial Revival and its contemporary Mediterranean Revival "were two styles supported by the regional myth of California as the Mediterranean shores of America and even, in the case of Spanish Revival, supported by a slight degree of historical justification."[25] Spanish Colonial Revival style was easily adapted to accommodate a wide variety of building types, and its popularity was due in part to the fact that historical examples could easily be adopted for any need.

> Traveling through Andalusia, aspiring architects…noted with delight the rich courtyard types and structures – the urban patio house, the fortified urban palace or *alcazar* (many

[23] Adapted from "Spanish Colonial Revival," Fullerton Heritage.
[24] Kevin Starr, *Material Dreams: Southern California Through the 1920s* (New York: Oxford University Press, 1990), 187.
[25] Starr, *Material Dreams,* 191.

> of them later recycled as apartment dwellings), the snug courtyard inns… the open marketplaces and monastery cloisters, the farmhouses combining living quarters and workspaces around a central courtyard…As Santa Barbara and San Clemente showed, many of these forms were directly applicable to Southern California, albeit the courtyard format was now being used for city halls and courthouses, public high schools, hotels, restaurants, and…bungalow courts.[26]

The Spanish Colonial Revival style had a close relationship to the several Secessionist movements which manifested themselves in California from the late 1890s through the 1930s. The initial association of Spanish Colonial Revival architecture with the Secessionists is best represented in the work of Irving Gill, but it can also be seen the work of Francis T. Underhill of Santa Barbara, and in some of the work of the San Diego firm of Mead and Requa. Their intention was to remove specific historic details, and to think in terms of elemental shapes and forms.[27] Two of the most influential architects of the Spanish Colonial Revival style in Southern California were Bertram Goodhue (1869-1924) and George Washington Smith (1876-1930). The style reached its zenith in the late 1920s and early 1930s, and quickly passed from favor during the 1940s.

Spanish Colonial Revival architecture is typically characterized by rectangular floor plans; asymmetrical façades; low-pitched roofs with parapets or hipped roofs clad in terra cotta tile; exterior walls clad in smooth or textured stucco; arcaded entrances or porches; arched doors and windows; recessed windows; ornately carved details around windows, entrances, and cornices; wrought-iron grillwork on windows, doors, and balconies; low, round or octagonal towers with low-pitched roofs; casement or double-hung windows; glazed tile used for interior and exterior decoration; and wall extensions that enclose garden spaces.

The Killefer School is an excellent local example of the style, and retains significant character-defining features of the original design. Its octagonal bell tower with terra cotta tile vents, open balcony with copper-clad railings, asymmetrical facade, exterior walls clad in textured stucco, terra cotta stairways, and arcaded exterior and interior walkways are significant features of its Spanish Colonial Revival design. The arcaded exterior walkway is both functional and indicative of the building's design, as it makes use of a feature common to Spanish Colonial Revival buildings to create a wide passageway that takes advantage of Southern California's climate and allows students, teachers, and administrators to easily reach their classrooms and offices.

Conclusion

The Killefer School played a significant and pivotal role in school desegregation in the City of Orange. The Killefer School desegregated before the Méndez v. Westminster trial began, making it a pioneer of desegregation even before California became a national leader in fostering this nascent civil rights movement. The Killefer School's voluntary desegregation in the early 1940s

[26] Starr, *Material Dreams*, 216.
[27] Adapted from David Gebhard, "The Spanish Colonial Revival Style in Southern California (1895-1930)," *Journal of the Society of Architectural Historians*, vol. 26, no. 2 (May 1967), 131-147.

is exceptional, especially given the reticence of the surrounding school boards to desegregate their respective school districts even after the Méndez v. Westminster ruling in 1947 that required schools in Southern California to desegregate. It is an excellent example of a Spanish Colonial Revival schoolhouse in Southern California. It retains significant character defining features of the style, and exhibits quality of design and workmanship.

9. Major Bibliographical References

Bibliography (Cite the books, articles, and other sources used in preparing this form.)

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Starr, Kevin. *Material Dreams: Southern California Through the 1920s.* New York: Oxford University Press, 1990.

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Previous documentation on file (NPS):

____ preliminary determination of individual listing (36 CFR 67) has been requested
____ previously listed in the National Register
____ previously determined eligible by the National Register
____ designated a National Historic Landmark
____ recorded by Historic American Buildings Survey #_____
____ recorded by Historic American Engineering Record # _____
____ recorded by Historic American Landscape Survey # _____

Primary location of additional data:

____ State Historic Preservation Office
____ Other State agency
____ Federal agency
____ Local government
____ University
__X__ Other
Name of repository: _Chapman University, Orange, California; Local History Collection, City of Orange Public Library, Orange, California_____

Historic Resources Survey Number (if assigned): _____

10. Geographical Data

Acreage of Property ____1.7 acres_____

Latitude/Longitude Coordinates
Datum if other than WGS84:_____
(enter coordinates to 6 decimal places)

1. Latitude: 33.796234 Longitude: -117.854752

Verbal Boundary Description (Describe the boundaries of the property.)

The property is located at 541 North Lemon Street. The parcel is bound by North Olive Street on the east, North Lemon Street on the west, and single- and multi-family homes on the north and south.

Boundary Justification (Explain why the boundaries were selected.)

The boundaries represent the historic and current boundaries of the Killefer School property.

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11. Form Prepared By

name/title: _Molly Iker, Intern c/o Christine Lazzaretto, Principal_____
organization: _Historic Resources Group_____
street & number: _12 S. Fair Oaks Avenue, Suite 200_____
city or town: Pasadena_____ state: _CA_____ zip code: 91105-1915__
e-mail_ christine@historicla.com_____
telephone: (626) 793-2400 x112_____
date: July 31, 2014; Revised November 2014_____

Additional Documentation

Submit the following items with the completed form:

- **Maps:** A **USGS map** or equivalent (7.5 or 15 minute series) indicating the property's location.
- **Sketch map** for historic districts and properties having large acreage or numerous resources. Key all photographs to this map.
- **Additional items:** (Check with the SHPO, TPO, or FPO for any additional items.)

Photographs

Submit clear and descriptive photographs. The size of each image must be 1600x1200 pixels (minimum), 3000x2000 preferred, at 300 ppi (pixels per inch) or larger. Key all photographs to the sketch map. Each photograph must be numbered and that number must correspond to the photograph number on the photo log. For simplicity, the name of the photographer, photo date, etc. may be listed once on the photograph log and doesn't need to be labeled on every photograph.

Photo Log

Name of Property: Killefer School
City or Vicinity: Orange
County: Orange
State: CA

Photographer: Molly Iker
Date Photographed: July 11, 2014
Description of Photograph(s) and number:

PHOTO #	DESCRIPTION/VIEW
0001	Exterior view of east façade, facing west. Detail of primary entrance.
0002	Exterior facing southwest. Contextual view of parking lot near west façade and surrounding homes.
0003	Exterior facing northwest. Contextual view of parking lot near west façade and surrounding homes.
0004	Exterior facing southeast. Contextual view surroundings near east façade.
0005	Exterior facing north. Contextual view of surroundings near east façade.
0006	Exterior overview of west façade, facing east.
0007	Exterior view of west façade and tower, facing northeast.
0008	Exterior view of west façade, facing east. Detail of patch on south wing.
0009	Exterior facing southwest. Detail of south wing.
0010	Exterior facing northeast. Detail of exposed rafters and copper gutters.
0011	Exterior facing north. Detail of exterior corridor and exposed rafters on west façade.
0012	Exterior facing east. Detail of partially glazed wood doors temporarily removed from south wing.
0013	Exterior facing north. Detail of partially glazed wood doors partially off hinges and covered with plywood.
0014	Exterior facing east. Detail of patch on north wing.
0015	Exterior facing northeast. View of structure and portion of north classroom building.
0016	Exterior overview of north façade and tower, facing southeast.
0017	Exterior facing northeast. View of portion of north classroom building.
0018	Exterior view of north façade, facing south. Detail of carved wooden door.
0019	Exterior view of north façade, facing southeast. Detail of bay window.
0020	Exterior overview of east façade, facing southwest.
0021	Exterior facing northwest. Detail of tower, copper railings, and

weathervane.

0022 Exterior overview of east façade, facing northwest.

0023 Exterior view of east façade, facing west. Detail of secondary entrance.

0024 Exterior view of south façade, facing northeast. Detail of wrought-iron fence around staircase to basement.

0025 Exterior view of west façade, facing east. Detail of carved wooden door.

0026 Interior of north wing facing south. View of partially glazed doors partially off hinges.

0027 Interior of northeast classroom, facing northeast. View of demolished wall and auditorium enclosed by bay window.

0028 Interior of northeast classroom, facing northwest. Detail of auditorium ceiling.

0029 Interior facing east. View of men's restroom.

0030 Interior facing west. View of clerestory windows and blackboard with wooden brackets below.

0031 Interior of south wing facing east. View of hallway with covered or removed interior clerestory windows and interior of secondary entrance on east façade.

0032 Interior facing northeast. View of archway in south wing.

0033 Interior facing south. Overview of east room of basement.

0034 Interior facing north. View of alcove in northeastern corner of east room of basement.

0035 Interior facing west. View of fire door in east room of basement and entrance into west room of basement.

0036 Interior facing southwest. Detail of full-size kiln in west room of basement.

0037 Interior facing northeast. Detail of fire door and sinks in west room of basement.

Figure 1. Assessor's Tract Map, March 1949, Killefer School parcel outlined in center.

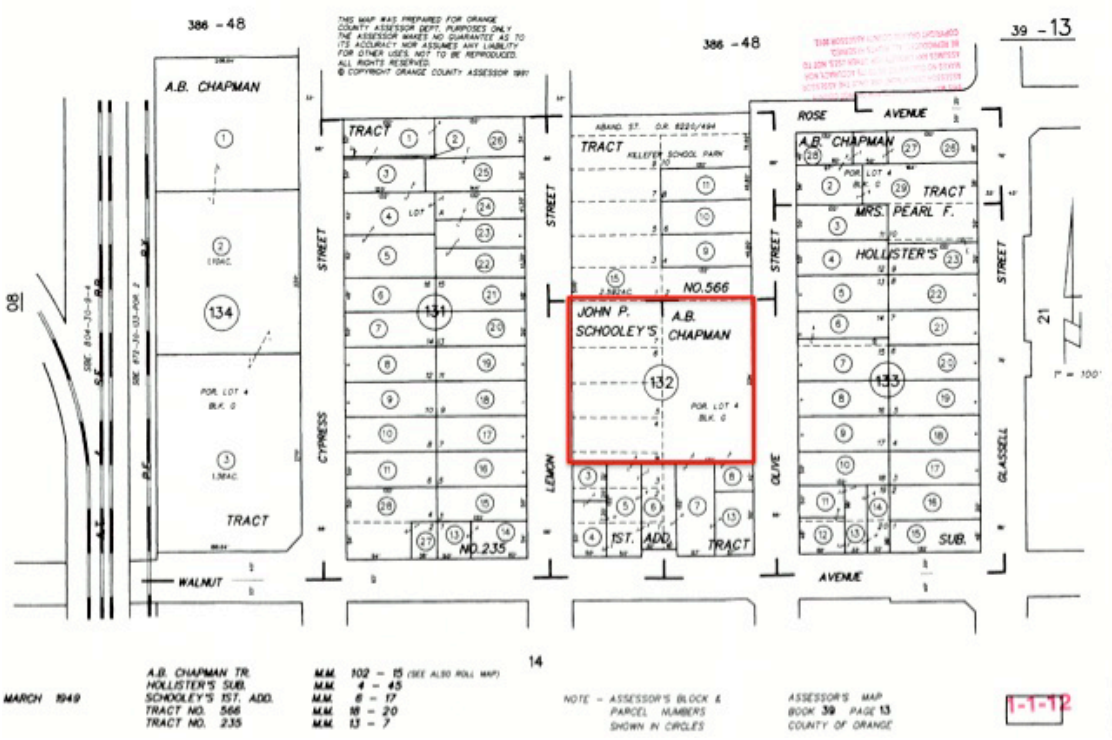

Figure 2. Assessor's Tract Map, March 1949, Killefer School parcel in center, Cypress Street School parcel at left.

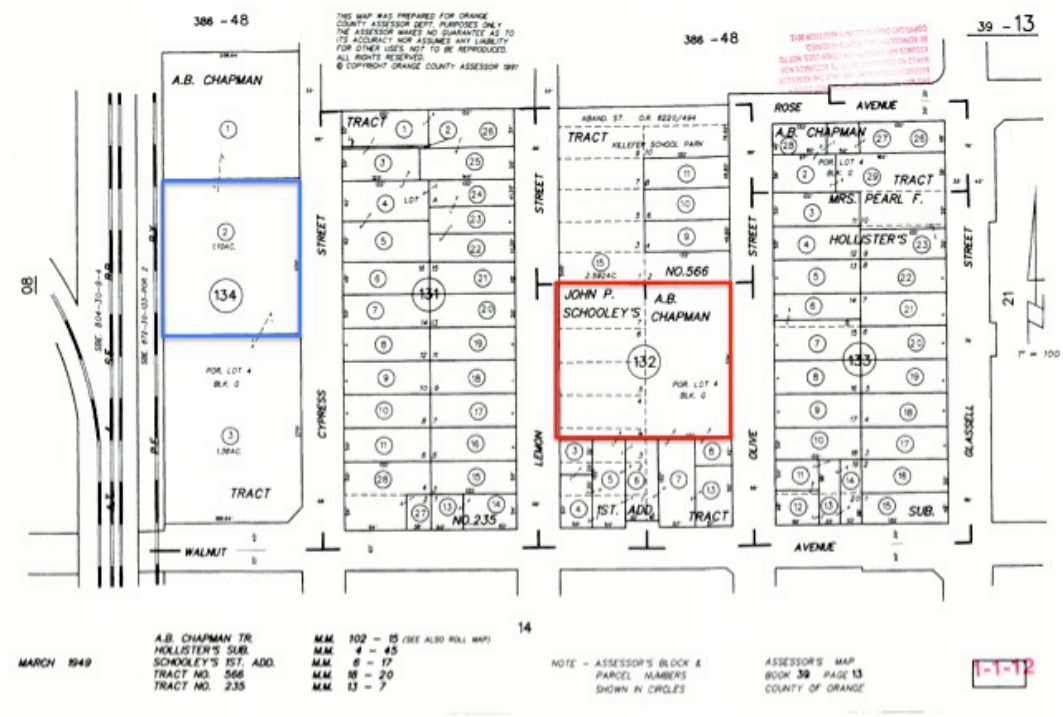

Figure 3. Location Map

Latitude: 33.796234 Longitude: -117.854752

LYDIA D. KILLEFER SCHOOL
541 N. LEMON ST., ORANGE, CA 92867
USGS LOCATION COORDINATES: 33.79607, -117.85464

PROPERTY LOCATION

100 feet 50 m

N

Figure 4. Photo key, exterior photos, Killefer School

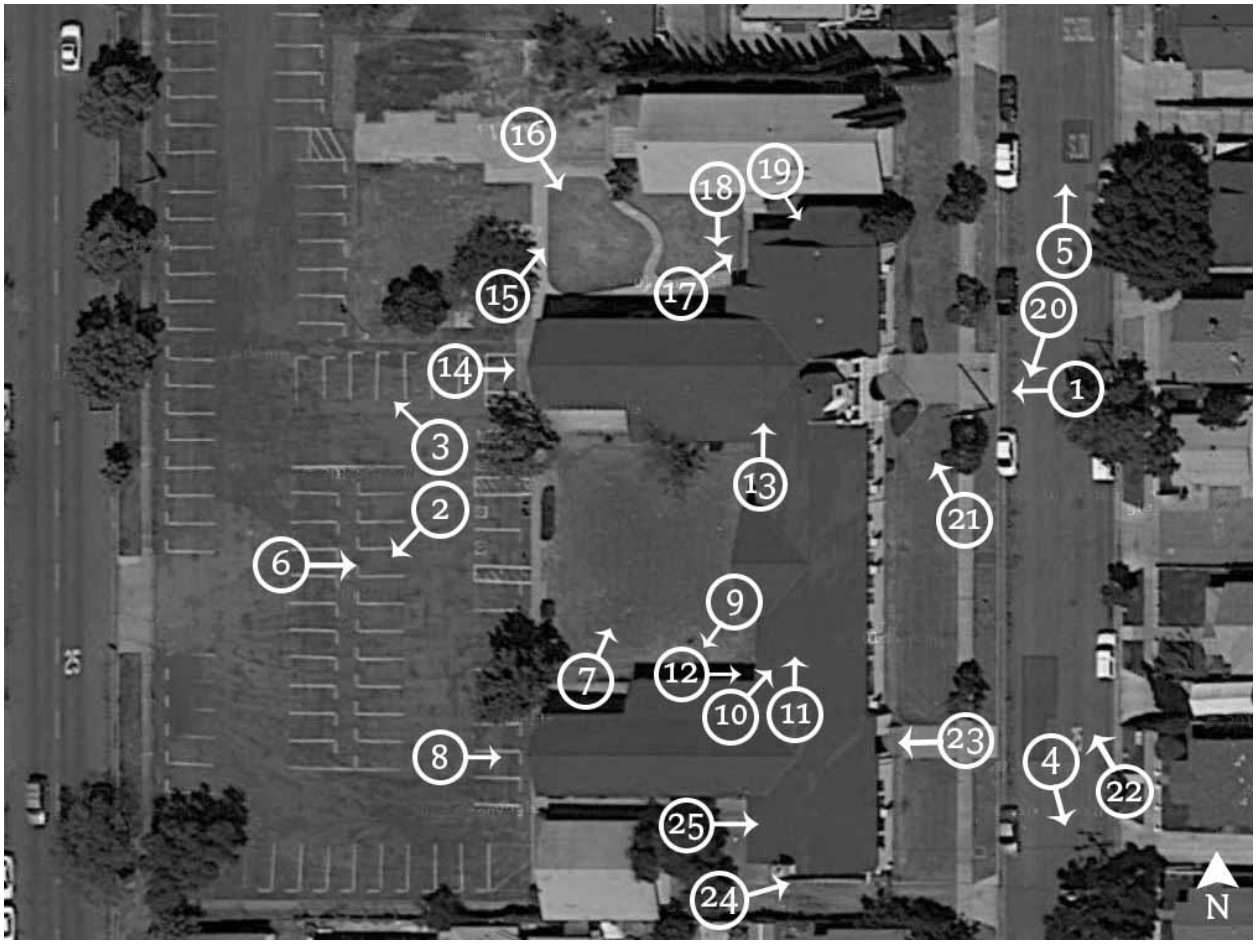

Figure 5. Photo key, first floor photos, Killefer School

Figure 6. Photo key, basement photos, Killefer School

Figure 7. 1938 aerial view, Killefer School, City of Orange Historic Aerial Viewer.

Figure 8. 1947 aerial view, Killefer School, City of Orange Historic Aerial Viewer.

Figure 9. 1955 aerial view, Killefer School, City of Orange Historic Aerial Viewer.

Figure 10. 1939, Killefer School third grade class photo (wrought iron fence in left background).

Figure 11. 1945, Killefer School first grade class photo (three-over-three light windows visible in background on left). Evidence of pre-Méndez v. Westminster integration at Killefer: Norman Chavez eight from left.

Figure 12. 1945, Killefer School kindergarten class photo (three-over-three light windows visible in background). Evidence of pre-Méndez v. Westminster integration at Killefer: Emigdio Vasquez second from left in second row, and Sal Garcia, second from left in first row.

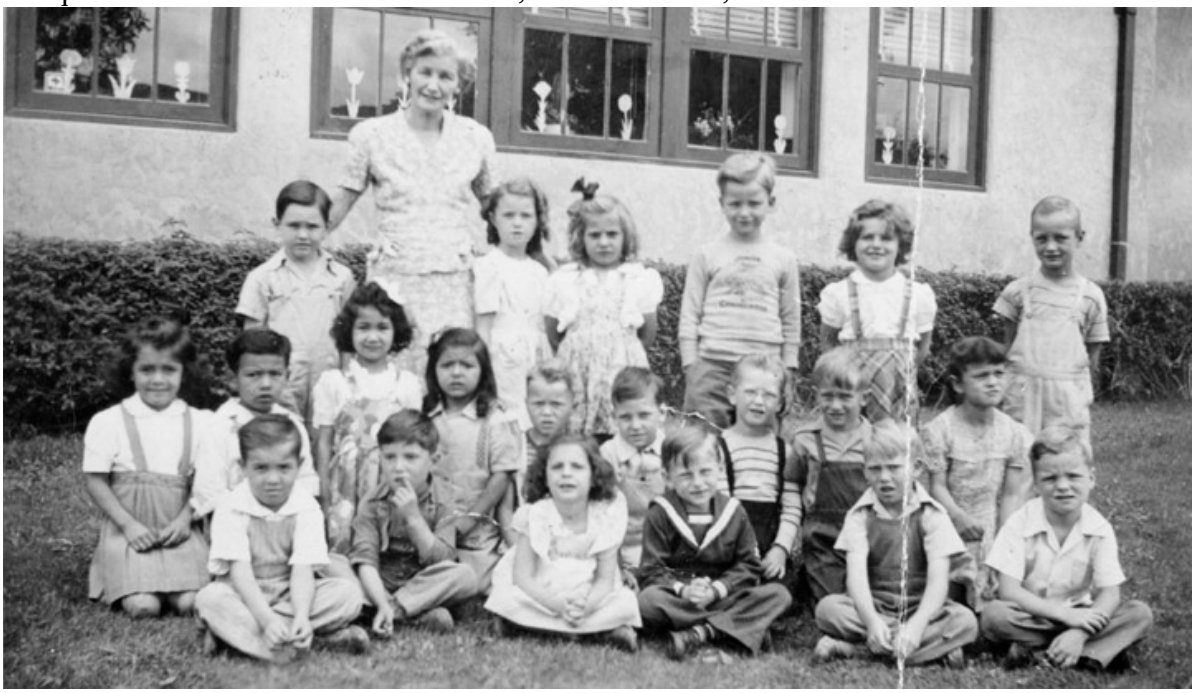

Figure 13. 1946, Killefer School first grade class photo (decorative tiles and partially glazed entry doors visible in background). Evidence of pre-Méndez v. Westminster integration at Killefer: Emigdio Vasquez at far left in first row.